

Possible themes	RE	History	Science	Geography	Music Also see nursery rhyme long term plan linked to singing and performing	PE	PSHCE/Safety
Understanding the world, Physical Development, Personal, Social, Emotional Development, Communication and Language							
<b>Autumn 1</b> <b>Magical Me</b> 100 best books (familiar stories) Owl babies Meg and Mog	<b>PSHE - Belonging/All About Me</b> What communities do we belong to? What wider communities do we belong to? How do we fit into these? Responsibilities within the communities.  <i>*Links*</i> <i>Y1 - A1 - What is same and different about us?</i> <i>Y1 - A2 - Who is special to us?</i> <i>Y2 - A1 - How to be a good friend</i> <i>Y2 - A2 - Being respectful</i>	<u><b>Begin to make sense of their own life story.</b></u> Talk about members of their immediate family and community  Name and describe people who are familiar to them  Talk about what happened yesterday, at the weekend or in the holidays.  <i>*Links*</i> <i>Y1 - A - Changes within living memory - family</i>	<u><b>Our Bodies/Healthy Eating</b></u>  Explore and respond to different natural phenomena in their setting and on trips.  Explore collections of materials with similar and/or different properties.  Begin to understand the need to respect and care for the natural environment and all living things.  Talk about what they see, using a wide vocabulary  Express preferences and decisions. They also try new things and start establishing their autonomy.  <i>*Links*</i> <i>Y1 - A - Humans</i> <i>Y2 - A - Humans</i> <i>Y2 - SP - Living things</i>	<u><b>Our local area including our homes.</b></u>  Talk about what they see, using a wide vocabulary  Talk about their house, the rooms, the garden and who lives in it.	<b>Expressive Arts and Design</b> <i>Listen with increased attention to sounds.</i> <i>Respond to what they have heard, expressing their thoughts and feelings.</i>  Listen and appraise Phase one phonics: general sound discrimination.	Awareness of self in the outdoor environment. Risk taking - understanding what is appropriate and not appropriate physical activity indoors and outdoors. Gradually gain control of their whole body through the continual practice of large movements, such as - waving, kicking, rolling, crawling, walking Increasingly follow rules, understanding why they are. Be increasingly independent as they get dressed and undressed	
<b>Autumn 2</b> <b>Festivals and Celebrations</b>  <b>Little Glow</b>  <b>Elmer</b>  <b>Goldilocks and the 3 bears</b>  <b>The elves and the shoemaker</b>	Notice differences between people.  Make connections between the features of their family and other families.  Begin to understand the need to respect and care for all living things.  Continue developing positive attitudes about the differences between people.	Talk about what they see, using a wide vocabulary.	Introducing tooth brushing (being healthy)  Encourage children's respect for living things  <u><b>Seasonal change</b></u> Explore and respond to different natural phenomena in their setting.  Understand the effect of changing seasons on the natural world around them.	<u><b>The weather</b></u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  How does the weather affect our local geography?	Singing <b>Expressive Arts and Design</b> Remember and sing entire songs Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song	<i>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</i> Begin to get themselves changed for P.E with guidance from familiar staff. Begin to understand how to find a space. Movement games Jelly beans game	<u><b>Bonfire safety</b></u> -Owear gloves, stand a safe distance away, stay with an adult, wear bright clothes. <u><b>Be safe, be seen</b></u> -bright clothes, reflective bands, staying with an adult.

			<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about what they see, using a wide vocabulary. Talk about what the weather is like daily. Introduce key vocabulary related to the weather such as sunny, cloudy, rainy, windy.</p> <p><i>*Links*</i>  <b>Y1/2-Locational Knowledge</b>  <b>Y2-Contrasting locations</b></p>		<p><b>Communication and Language</b>          Sing a large repertoire of songs          Learn Christmas themed songs to perform to adults and friends during play.</p>	<p>Moving in different ways, crawling, skip, hop. Musical statues</p>	
<p><b>Spring 1</b></p> <p><b>People who help us</b></p> <p><b>Emergency! Awesome machines</b></p> <p><b>Clothesline clues to the jobs people do</b></p> <p><b>Love makes a family</b></p>	<p>Continue developing positive attitudes about the differences between people.</p> <p><i>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</i></p> <p><i>Learns that they have similarities and differences that connect them to, and distinguish them from, others</i></p>	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>Show interest in different occupations</p> <p><i>Shows interest in different occupations and ways of life indoors and outdoors</i></p>	<p>Explore how things work</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p>	<p><i>Notices detailed features of objects in their environment</i></p> <p><i>Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</i></p> <p><i>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</i></p>	<p><b>Playing</b>  <b>Expressive Arts and Design</b>          Play instruments with increasing control to express their feelings and ideas          Explore untuned percussion instruments such as shakers, tambourines, drums.  <i>Making up music to go with Chinese new year dancing.</i>          Take care of instruments in the classroom by making sure they are placed back where they belong.</p>	<p><i>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</i>          Dance and movement games.          Chinese new year dancing and dragon dancing.</p>	<p><b>Stranger Danger-</b>          Safe people-people who help us</p>
<p><b>Spring 2</b></p> <p><b>Nursery</b></p> <p><b>Pancake day</b>          Mr Wolf's pancakes  <b>Traditional Tales</b>          The 3 little Pigs</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk</p>		<p><b>Materials and their properties</b>          Use all their senses in hands-on exploration of natural materials.</p>			<p><i>Go up steps and stairs, or climb up apparatus, using alternate feet.</i>          How to move mats safely.</p>	<p><b>Pedestrian skills:</b>          Green cross code, bike safety-wear a helmet, stop at roads, stay with an adult.</p>

<p><b>Spring and Easter</b>          We're going on an egg hunt</p>	<p>about the differences they have experienced or seen in photos.</p> <p><i>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</i></p> <p><i>Enjoys joining in with family customs and routines</i></p>		<p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore and talk about different forces they can feel.</p> <p><b><u>Seasonal Change</u></b>          Explore and respond to different natural phenomena in their setting.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>			<p>How equipment needs to be stored.          Begin to explore climbing equipment .          Understand the rules of climbing equipment.</p>	
<p><b>Summer 1 Nursery</b></p> <p><b>Down at the bottom of the garden....minibeasts and life cycles</b></p> <p>Aghhh spider!          Snail trail          The very hungry caterpillar</p> <p><b>Jungles</b>          Rumble in the jungle</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Continue developing positive attitudes about the differences between people.</p>		<p><b><u>Life Cycles and Plants</u></b>          Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><i>Notices detailed features of objects in their environment</i></p> <p><i>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</i></p>		<p><b><i>Continue to develop their movement, and ball skills</i></b></p> <p><b><i>Ball skills</i></b>          Holding and moving with different sized balls.          Throwing and catching in pairs.</p>	<p><b><u>Sun Safety</u></b>-sun cream, hats, lots of water to stay hydrated, stay out of the midday sun.</p>
<p><b>Summer 2 Nursery</b></p> <p><b>Down on the farm</b>          What the lady bird heard</p> <p><b>Under the sea</b>          Commotion in the Ocean          The rainbow fish</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Show interest in different occupations.-farmers, shop workers, lorry drivers</p>	<p><b><u>Planting seeds</u></b>          Understand the key features of the life cycle of a plant and an animal.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><b><u>Mapping</u></b>          Create a simple map, giving meaning to marks</p> <p>Explore a globe and identify land and sea.</p>		<p>Sports day practise activities. Range of skills taught from the year.          Races          Javelin          Understanding of taking turns and team work.          Working          Supporting others</p>	<p><b><u>Water Safety:</u></b></p>